

ARTE 5303-001 CRN #28562, Spring, 2020
Art Curriculum Development Online
Instructor: Dave McIntyre
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COURSE INSTRUCTOR

Your instructor for Art Curriculum Development, ARTE 5303, Mr. Dave McIntyre, has taught art education at UTEP for 33 years. He was an adjunct instructor for 20 years and has been the Senior Lecturer in Art Education for 13 years. He holds a BFA in Painting from the University of Tulsa, a M. Ed. in Art Education and a certificate in Educational Administration from UTEP. Prior to teaching at UTEP he was the Visual Arts Facilitator for the El Paso Independent School District for 21 years. Mr. McIntyre has exhibited paintings throughout the Southwest in numerous juried and group exhibitions. In 2013 Mr. McIntyre was awarded the University of Texas Regents Outstanding Teaching Award. In 2019 Mr. McIntyre was inducted into the UTEP Academy of Distinguished Teachers.

COURSE OVERVIEW AND DESCRIPTION

Art Education 5303 (Art Curriculum Development) is a 10-week online graduate course that involves research in the history of and the development of curricula in art education. Trends and publications of art education with a special emphasis on the components of a successful visual arts curriculum will be researched and discussed. The importance and role of the visual arts in the public school curriculum will be stressed through selected readings, visuals and discussion. Students will be expected to participate in, bring ideas and issues to the discussion, and raise questions that will be fully investigated by the peer group. Students will research, discuss, develop and submit a variety of written curriculum projects during the semester.

COURSE PREREQUISITES

Students must hold an undergraduate degree in art, art education or an education related field. Students must complete successful application to the University of Texas at El Paso Graduate Studies program. Students may apply to and pursue the Master of Arts in Interdisciplinary Studies graduate program with an emphasis in Art Education with the sequential graduate art education coursework offered through the Department of Art. Students in the Master of Education Instructional Specialist degree program may also utilize the course in their degree pursuit.

COURSE GOALS

- Art Education 5303 students will benefit from strict research and writing on the topic of curriculum development in art education.**
- Art Education 5303 students will benefit from rigorous dialogue and discussion on a variety of art education curriculum issues and topics within a group of their peers.**

- **Students will become familiar with the current language and vocabulary of art education curriculum development in public schools, publications, texts and research of today.**
- **Students will understand the importance of a successful, working visual arts curriculum for a specific area of concentration that is implementable within the context of a public school visual arts course.**

COURSE OUTCOMES

- **Art Education 5303 students will complete the curriculum development component of the graduate art education course block in pursuit of the Master of Arts in Interdisciplinary Studies with an Art Education emphasis, Master of Education Instructional Specialist or other graduate degree.**
- **Students will interact with peers in discussion of the pertinent art education topics of public education, the laws and trends of art education curriculum that they are involved in and affected by.**
- **Students will be familiarized with the pertinent topics of curriculum writing art education and its components through discussion, research and writing.**
- **Students will develop a working visual arts curriculum.**

REQUIRED ASSIGNMENTS

- **Participate in the Online Discussion on Visual Art Goals and Standards**
- **Participate in the Online Discussion on Two and Three Dimensional Art Lesson Planning.**
- **Participate in the Online Discussion defining a Curriculum Outline.**
- **Create a Scope and Sequence for a visual arts area of concentration.**
- **Participate in the Online Discussion on the importance of a Scope and Sequence and a Syllabus.**
- **Create a Visual Arts course syllabus.**
- **Create a Unit Plan and sample Lesson Plans for a visual arts area of concentration.**
- **Participate in the Online Discussion on Art History in the Visual Arts curriculum.**
- **Create a Visual Arts Rubric for Assessment in the area of concentration.**
- **Develop a PowerPoint or Prezi Technology Presentation overview of the art education curriculum that will become your term paper.**
- **Submit a fully developed, 15-week visual arts curriculum for elementary, middle or high school level. The curriculum should have a minimum of three units and a minimum of four sample lessons in each unit. The curriculum will contain all of the components reviewed from week #2 and will include all sources and references utilized within a reference bibliography.**

GRADING AND EVALUATION

The course will be graded with a weighted grading system with the following grade values:

Scope and Sequence - 10%
Syllabus - 10%
Unit Plan – 10%
Sample Lesson Plans – 10%
Evaluation Rubric – 10%
PowerPoint or Prezi - 10%
Online Discussion Participation: 20%
Curriculum Term Paper: 20%

DOCUMENTATION OF ASSIGNMENTS, SOFTWARE, AND DIGITAL REQUIREMENTS

Along with Internet and Blackboard access you will need to have access to a smart phone with a camera, or a digital camera that you can use to upload project images if they will be helpful to your submissions. Your assignments should be submitted in a pdf document. You should have access to a PowerPoint application in order to submit your technology presentation. You may find it helpful to have a dedicated USB drive to save your course work on as you complete assignments.

TECHNICAL SUPPORT

If you have any Blackboard or technical issues with this course you may contact the UTEP Help Desk at 747-4357 or email Helpdesk@utep.edu, or contact the Technology Support Center.

COURSE POLICIES

- **Assignments will be made on Monday a.m. Students will have until the following Sunday, 11:00 p.m. to complete the assignment and upload their projects. It is reasonable to assume that you will spend around 4-6 hours per week completing your assignment. Completed assignments posted after the Sunday deadline will be accepted but will have 1 grade point subtracted from the assignment grade.**
- **WHEN SUBMITTING YOUR WRITTEN ASSIGNMENTS AND ANY DIGITAL PHOTOS OR ATTACHMENTS LABEL THEM WITH THIS FORMAT:
Your Name, Assignment #..., ARTE 5303, Spring, 2020**
- **When class discussions are assigned students are expected to participate with at least one posting concerning the topic and two comments to fellow students about their postings. All online comments and posts will be respectful and courteous to all fellow students. Any critical analysis of other student works should be constructive and not judgmental.**

CALENDAR

Week #1 – The Establishment of Goals and Standards in the Visual Arts and review of the Stages of the Madeline Hunter Lesson Plan Model adapted for Art Education

- Review of Discipline Based Art Education
- Review The National Visual Arts Standards
- Review Texas Essential Knowledge and Skills
- Review National Core Standards – Visual Arts at a Glance

Discussion: Why are goals and standards important in art education? Compare the TEKS to the NVAS. Explain how they are different. How has the revision of the National Core Standards changed visual arts curriculum?

- Review the Madeline Hunter Lesson Model
- Review Sample Visual Art Lessons in 2 and 3 Dimensional Art Forms

Discussion: Why is a balanced presentation of 2 and 3 dimensional art assignments important in a successful visual arts curriculum?

Week #2 – Creating a Curriculum Framework for Visual Arts – To include

- Goals and Standards
- Scope and Sequence
- Course Syllabus
- Unit Plan
- Lesson Plans
- Evaluation and Assessment Rubric

- Review Anna Lundgren Components of A Visual Art Curriculum Paper
- Review Studio Course Outline
- Review High School Art Curriculum 2D/3D Article

Discussion: Define the major components of a curriculum as listed above and offer your views on the most important components for successful implementation.

Week #3 - Creating a Scope and Sequence for a Grade Specific Art Class

- Review Art Scope and Sequence K-12
- Review of Visual Arts Scope and Sequence
- Review of Scope and Sequence Coded to the NVAS

Create a scope and sequence for a 1-semester art course

Week #4 – Creating a Syllabus for a Visual Arts Area of Concentration Class

- Review Creating Your Syllabus
- High School Sample Syllabus
- Middle School Sample Syllabus

Discussion: What role do a scope and sequence and a course syllabus play in developing a successful curriculum?

Create a syllabus for a 1-semester art course

Week #5 – Creating a Unit Plan for a Visual Arts Area of Concentration Class

- Review the Six Weeks Visual Arts Unit Design

Create a unit plan. You will duplicate this exercise for a minimum of three units for your final semester curriculum.

Week #6 – Creating Sample Lesson Plans for the Unit

- Review the Sample Lesson Plan
- Review the Tessellation Lesson Plan

Create four sample lesson plans for the unit. You will duplicate this exercise for each of your units that are part of the semester curriculum.

Week #7 – Strategies for integration of art history into the curriculum.

- Review the Art History Timeline
- Review the List of Art Movements

Discussion: Provide examples of integrating art history into hands-on art lessons. Why is it important to include art history as a component of the art class?

Week #8 - Evaluation and Assessment of Visual Art

- Review the Visual Arts Rubric
- Review the Art Rubric Samples #1, #2, #3
- Review the Art Checklist Rubric and Lesson Cycle
- Review the Portfolio Assessment for Visual Arts

Create a rubric for evaluation of lessons

Week #9-10 – Creation of a 15 Week (1 semester) Visual Arts Curriculum for Elementary, Middle or High School Level . The curriculum should have a minimum of three units and a minimum of 4 lessons in each unit. The curriculum will contain all of the components reviewed from week #2 and will include all sources and references utilized.

PLAGIARISM/ACADEMIC DISHONESTY STATEMENT

Cheating/Plagiarism: Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for [further information.5](#)

ACCOMMODATIONS STATEMENT

I will make any reasonable accommodations for students with limitations due to special needs. Please contact me personally within the first two weeks of class, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services in the East Union Bldg., Room 106 within the first two weeks of classes. The Center for Accommodations and Support Services can also be reached in the following ways:

**<http://sa.utep.edu/cass/>
Phone: (915) 747-5148 voice or TTY
Fax: (915) 747-8712
E-Mail: cass@utep.edu**

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